

**Core Question 3: Is the organization effective and well run?**

The Governance and Leadership Performance Framework, outlined in Core Question 3, gauges the academic and operational leadership of schools. Core Question 3 consists of five indicators designed to measure schools on how well their school administration and board of directors comply with the terms of their charter agreement, applicable laws, and authorizer expectations.

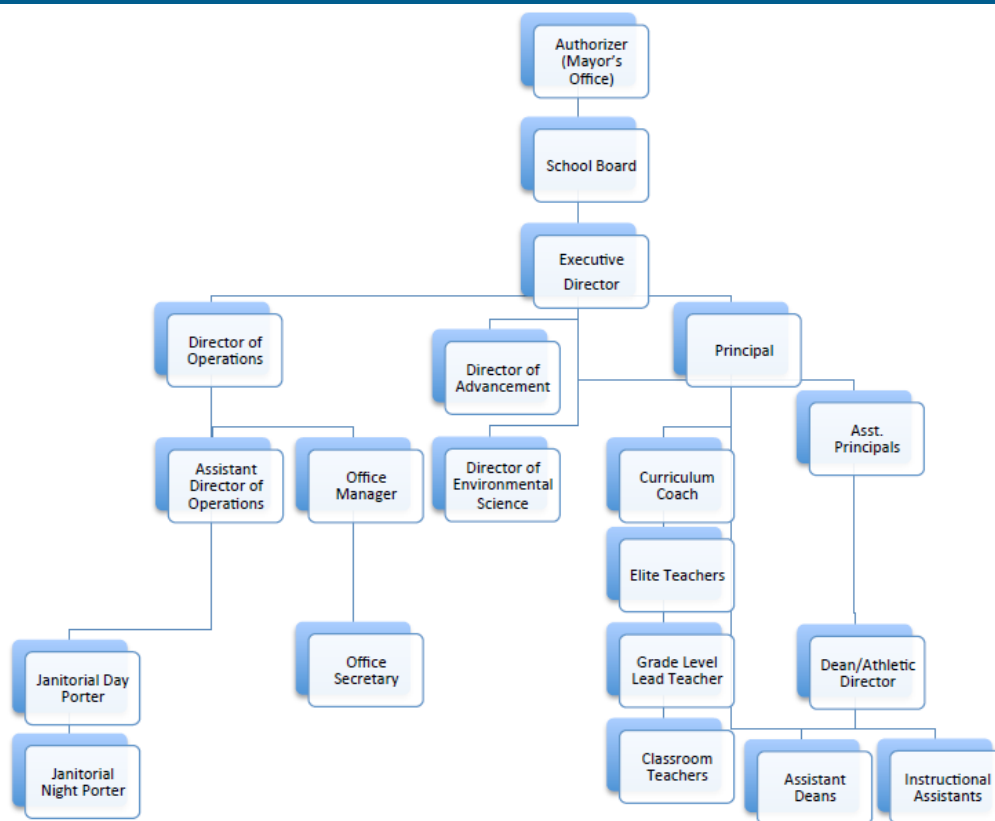
3.1. Is the school leader strong in his or her academic and organizational leadership?							
<b>Indicator Targets</b>	Does not meet standard	The school leader presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school leader presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school leader complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school leader consistently and effectively complies with and presents no concerns in the sub-indicators below.					
<b>3.1 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	2013-14	<b>2014-15</b>	2015-16	2016-17
	AS	AS	MS	ES	ES		
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Demonstration of sufficient academic and leadership experience						ES
	Leadership stability in key administrative positions						MS
	Communication with internal and external stakeholders						ES
	Clarity of roles among schools and staff						MS
	Engagement in a continuous process of improvement and establishment of systems for addressing areas of deficiency in a timely manner						ES
	Consistency in providing information to and consulting with the schools' board of directors						MS

In the 2014-2015 school year, the school leadership team at Paramount School of Excellence (PSOE) exhibited exceptional academic and operational expertise. The school leadership team is comprised of an Executive Director (ED), Director of Operations (DO), Director of Advancement (DA), Director of Environmental Science (DES) and Principal. The latter three positions were new in the 2014-15 school year, though all personnel

except the Director of Advancement were promoted from within the organization. Roles and responsibilities are clearly delineated with the ED maintaining general oversight to monitor overall school performance.

The leadership team consistently communicated with internal and external stakeholders, including the school staff, board of directors, Board Chair, Mayor's Office (OEI), and community organizations and partners. The school leadership team has worked over the past several years to build several meaningful relationships within the community. PSoE's DA has expanded those partnerships to include Yelp, Simon, Whole Foods, Slow Food Indy, and The Mind Trust, among others. Furthermore, the school is partnering with Community Health Network to launch the first ever annual TURN festival in September 2015, an educational event focused on urban farming, food, the environment and health. Additionally, the Principal organized regular professional development sessions for school staff that were optional, yet highly attended.

### Organizational Chart



Over the last few years, the school leadership team has engaged in an intensive and focused process of school improvement. They have implemented extensive data analysis systems to identify student strengths and needs, incorporated regular classroom observations to provide instructional feedback, iterated on and executed a wide range of parent and family engagement efforts, and have developed a robust assortment of clubs, programs, and extracurricular activities for students to directly apply their knowledge in engaging and relevant ways. PSoE worked collaboratively with the Indiana Department of Education (IDOE) as well as a contracted consultant to receive objective feedback on the culture and instruction within the school. In fact, at a public board meeting, an IDoE Turnaround representative noted that the department uses PSoE's school improvement plan as an exemplar for other schools. Additionally, the school used staff surveys to ensure a healthy working environment throughout the year. Although there were often many initiatives occurring at once, the leadership team was able to maintain focus on student achievement, which formative assessments

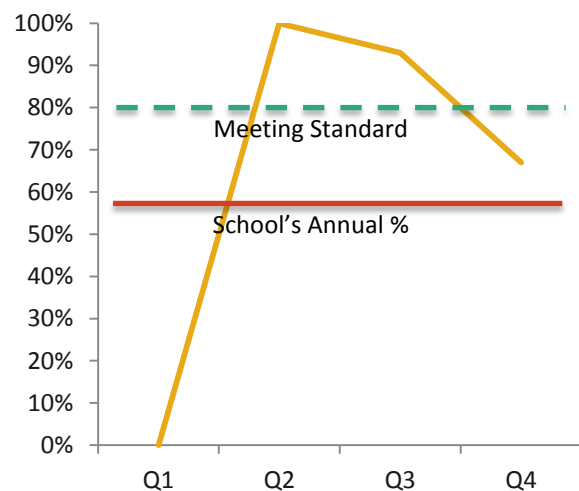
predict will keep PSoE on track to maintaining its “A” rating from the state’s 2013-2014 accountability report card.

A thorough report was provided to the board at every meeting that included sections on multiple measures of school performance. Information was consistently accurate, relevant, and timely. Due to the consistently exceptional operational and academic leadership of PSoE, the school receives an Exceeds Standard for this indicator.

3.2. Does the school satisfactorily comply with all its organizational structure and governance obligations?							
<b>Indicator Targets</b>	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.					
<b>3.2 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	MS	MS	ES	MS	AS		
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Submission of all required compliance documentation in a timely manner as set forth by the Mayor’s Office, including but not limited to: meeting minutes and schedules, board member information, compliance reports and employee documentation						DNMS
	Compliance with the terms of its charter, including amendments, school policies and regulations, and applicable federal and state laws						MS
	Proactive and productive collaboration with its board and/or management organization (if applicable) in meeting governance obligations						MS
	Active participation in scheduled meetings with OEI, including the submission of required documentation by deadlines						MS

During the 2013-2014 school year, the Director of Operations was primarily responsible for submitting compliance documents to the Mayor’s Office (OEI) and the Indiana Department of Education (IDOE). While the DO worked to ensure all compliance documents and reports, such as employee spreadsheets, board meeting minutes, and quarterly reports, were submitted, there were occasions when they were submitted after the deadline.

**On-Time Compliance Reporting Percentage (3.2a)**



Additionally, PSOE maintained compliance with all material sections of its charter and submitted amendments as necessary. The SD was consistently engaged in meetings with OEI and maintained frequent communication with OEI between scheduled meetings. For these reasons, PSOE receives an **Approaching Standard** for compliance obligations.

<b>3.3. Is the school's board active, knowledgeable, and does it abide by appropriate policies, systems, and processes in its oversight?</b>							
<b>Indicator Targets</b>	Does not meet standard	The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.					
	Approaching standard	The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.					
	Meets standard	The school complies with and presents no concerns in the sub-indicators below.					
	Exceeds standard	The school consistently and effectively complies with and presents no concerns in the sub-indicators below.					
<b>3.3 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	2013-14	<b>2014-15</b>	2015-16	2016-17
	AS	AS	MS	MS	MS		
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Timely communication of organizational, leadership, academic, fiscal, or facility deficiencies to the Mayor's Office; or when the school's management company (if applicable) fails to meet its obligations as set forth in the charter						MS
	Clear understanding of the mission and vision of the school						ES
	Adherence to board policies and procedures, including those established in the by-laws, and revision of policies and procedures, as necessary						AS
	Recruitment and selection of members that are knowledgeable, represent diverse skill sets, and act in the best interest of the school and establishment of systems for member orientation and training						MS
	Effective and transparent management of conflicts of interest						MS
	Collaboration with school leadership that is fair, timely, consistent, and transparent in handling complaints or concerns						MS
	Adherence to its charter agreement as it pertains to governance structure						MS

	Holding of all meetings in accordance with Indiana Open Door Law	AS
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The board of directors at PSOE is active, experienced, and clearly committed to the mission and vision of the school. The board is comprised of individuals with experience in fundraising, education, finance, the law, project management, and leadership development.

A review of meeting minutes and notes demonstrates the board's clear commitment to the school's mission to "inspire learning through an unparalleled academic approach". Along with regular oversight of the school's academic and financial performance, board members regularly engaged in thoughtful discussion around the long-term growth and sustainability of the school, its interaction with the community, and how best to holistically serve the needs of students. For example, the board was actively engaged in the school's efforts to build a greenhouse on its campus, an addition the school plans to share with community members.

#### Skill Sets Represented on Board

Fundraising



Education



Finance



Legal



Project Management



#### Board Overview

**Paramount School of Excellence, Inc. holds the charter for Paramount School of Excellence.**

**5** **majority**  
**Members** **# Required for Quorum**

**The PSOE board meets monthly.**

**Paramount School of Excellence is the only school operated by the board. Currently, it does not contract out with a Charter Management Organization or an Education Service Provider.**

The Board Chair and School Director maintained consistent communication with one another and the Mayor's Office (OEI). They both were proactive in providing to OEI up to date and transparent information about school performance, concerns, and future plans throughout the course of the year.

Regarding governance operations, the board maintained proper oversight of its bylaws except as noted below and appropriately handled conflicts of interest when they were disclosed. Board meetings were held monthly and occurred as scheduled. During the year, although the board regularly met quorum, four directors rolled off, and one new director joined, leaving the school out of compliance with its bylaws dictating the number of directors. The board chair is aware of this discrepancy and is working actively to recruit new board members.

The board was out of compliance with Indiana Open Door Law (IODL) on one occasion because it did not

post the reason for holding an executive session. Recognizing this oversight, it took corrective action as soon as the next board meeting. Board meeting minutes were provided to OEI in a timely manner and included the necessary information as per IODL. Although the board needs to address its membership number, due to its overall consistent leadership and stewardship, PSOE receives a **Meets Standard** on this indicator.

3.4. Does the school's board work to foster a school environment that is viable and effective?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.4 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	2013-14	<b>2014-15</b>	2015-16	2016-17
	n/a	n/a	n/a	AS	AS		
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Regular communication with school leadership and/or its management company						ES
	Annual utilization of a performance based evaluation to assess its own performance, that of the school leader, and management organization (if applicable)						DNMS
	Collaboration with the school leader to establish clear objectives, priorities, and goals						AS
	Interaction with school leader that is conducive to the success of the school, including requesting and disseminating information in a timely manner, providing continuous and constructive feedback, and engaging the school leader in school improvement plans						ES

The PSOE board held monthly meetings at which all stakeholders, including the school leadership team and relevant staff members, provided updated reports. Between meetings, the Board Chair met regularly with the Executive Director to offer additional feedback, guidance, and support.

At the close of the 2014-2015 school year, the board had not yet implemented a formal method of evaluating the School Director's performance or that of its own. While the board did provide informal formative feedback throughout the year and guided the SD to focus on specific priorities, the lack of a formalized evaluation system prevented the board from objectively analyzing performance at the close of the year. However, board members spent the year developing an evaluation tool for the SD and PSoE staff that was finalized in August, 2015. Furthermore, the board engaged in informal self-reflection and created two committees on academic excellence and finance.

The board and school leadership team appeared to have positive and collaborative working relationships. All observed meetings and communications were respectful and supportive, indicating a shared commitment to the school's mission. The board chair and board members consistently praised the school leader and staff for a job well done, and asked for context when needed during the school leader's academic and operations reports. However, due to the lack of formalized evaluation systems, PSoE receives an **Approaching Standard** for school and board environment.

3.5. Does the school comply with applicable laws, regulations, and provisions of the charter agreement relating to the safety and security of the facility?							
<b>Indicator Targets</b>	Does not meet standard		The school presents concerns in a majority of the sub-indicators with no evidence of a credible plan to address the issues.				
	Approaching standard		The school presents concerns in a minimal number of the sub-indicators and may or may not have a credible plan to address the issues.				
	Meets standard		The school complies with and presents no concerns in the sub-indicators below.				
	Exceeds standard		The school consistently and effectively complies with and presents no concerns in the sub-indicators below.				
<b>3.5 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	2013-14	<b>2014-15</b>	2015-16	2016-17
	MS	MS	MS	MS	MS		
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	Health and safety code requirements						MS
	Facility accessibility						MS
	Updated safety and emergency management plans						MS
	A facility that is well suited to meet the curricular and social needs of the students, faculty, and members of the community						ES

In 2014-15, PSOE's facility met all health and safety code requirements and provided a safe environment conducive to learning. The facility's design, size, maintenance, security, equipment and furniture were all adequate to meet the school's needs. With a focus on environmental education, the numerous "Discovery Zones" and elaborate outdoor education space significantly contributes to the overall student experience. The school was accessible to all, including people with physical disabilities. The Mayor's Office monitoring of PSOE's compliance with health and safety code requirements did not reveal any significant concerns related to these obligations. Accordingly, the school receives a Meets Standard for this indicator for 2014-15.

3.6. Is the school meeting its school-specific non-academic goals?							
<b>Indicator Targets</b>	Does not meet standard	The school does not meet standard on either school-specific non-academic goal.					
	Approaching standard	School is 1) approaching standard on one school-specific non-academic goal, while not meeting standard on the second goal, 2) approaching standard on both school-specific non-academic goals, OR 3) meeting standard on one school-specific non-academic goal, while approaching standard on the second goal.					
	Meets standard	School is 1) meeting standard on both school-specific non-academic goals, OR 2) meeting standard on one school-specific non-academic goal while exceeding standard on the second goal.					
	Exceeds standard	School is exceeding standard on both school-specific non-academic goals					
<b>3.6 Rating</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>	<b>Year 7</b>
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17
	N/A	N/A	N/A	N/A	ES		
<b>Sub-indicator Ratings</b>	Sub-indicators						Rating
	80% of PSOE students are participating in a year-long environmental science extension, such as beekeeping, goat shepherding, urban gardening, chicken maintenance, landscape maintenance, etc.						ES
	Teaching staff attend (on average) two community events annually.						ES



Each year, Mayor-sponsored charter schools set two non-academic goals that are aligned to or support the school's unique mission. All data for school-specific goals is self-reported by the individual school.

In 2014-15, PSOE set its first goal around student participation in a year-long environmental science extension. The school reports that 100% of students participated monitored by administration through weekly lesson plan evaluations and therefore received an **Exceeds Standard** on its first goal.

PSOE set its second goal around teacher attendance at community events. The school reports that, on average, teachers attended 3.4 community events as monitored by administration through community event sign-in sheets, and therefore the school received an **Exceeds Standard** on its second goal.

Overall, PSOE receives an **Exceeds Standard** on this section of the OEI performance framework.